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| **W**here is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? | Students will experience the opportunity to go back in time and chose an accomplishment of the westward movement, identify problems that resulted from the accomplishment, suggest ways to fix the problems, and relate it to modern accomplishments and problems. Students will work in groups to do this and present their information at the end of the unit. For the overall assessment of this unit, students will compile a portfolio of the projects and activities that they have made throughout the unit. This portfolio will include:   * Students’ journal entries * Artwork students have completed * Any other writing that students have done for the unit * Any other activities that students would like to include   After everything has been compiled in a three ring binder, each student will address the class and present one activity form his or her portfolio. The student will explain the work and what it means to westward expansion. Each student is allowed to choose their own presentation artifact in order for each student to show off his or her strengths, whether it be writing, art, composition, or anything else. Students will be graded on their portfolios as well as their presentations. The presentations will be graded by appropriateness of the artifact and the explanation of relevance to westward expansion. |

H

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| **H**ook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks. | In trying to connect this unit to student’s lives, one of our essential questions deals with moving in general. I will begin the unit by having students all move within the taped off square of room. It will be crowded, but not uncomfortably so. I will initiate questions such as: Who would like to move to a more open part of the classroom? How many would like to move? Why? (Again, pacing questions and responses to allow for all students to comprehend.) When students have discussed reasons for wanting more space, I will have them move back into their seats and begin the day’s lesson. Next I will share era pictures of crowded city slums, so that students get an understanding of the living environment in the 1800’s. Students will then analyze the photos to gain an understanding of the living environment in the 1800’s. |

E

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| **E**xplore & **E**quip. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads & hunches, research & test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skills & knowledge. Have them experience the ideas to make them real. | I will equip students with the proper sources needed to guide them throughout their journey as researchers by providing them the proper sites and resources needed. As we explore primary sources I will teach them how to analyze primary sources and allow for discussion that will help them reflect on what life during the 1800’s. They will be exploring the big picture of why people made the decision to move out west. Throughout the unit we will be revisiting the KWL chart so we can continue to add what we learn or still want to learn throughout the lesson. Students will be gaining a deeper understanding through the connections they make from their roles as researchers. They will begin to form essential questions regarding their roles. |

R

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| **R**ethink & revise. Dig deeper into ideas at issue. Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, & discussion. | Students will be encouraged to rethink and revise work by reflecting back on our class KWL and other previous learning. Students will be given a variety of different sources they could explore for further inquiry; such as, primary sources, photos, KWL’s, journals, and maps. Students will be given time to rehearse their presentations and revise as needed before presenting. I will encourage students to explore other researchers as they research their accomplishments of the 1800’s so they can gain an understanding of something they might be missing. By allowing students to help each other they learn from one another. |

E

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| Evaluate understanding. Reveal what has been understood through final performances & products. Involve students in a final self-assessment to identify remaining questions and set future goals, | For the overall assessment of this unit, students will compile a portfolio of the projects and activities that they have made throughout the unit. This portfolio will include:   * Students’ journal entries * Artwork students have completed * Any other writing that students have done for the unit * Any other activities that students would like to include   After everything has been compiled in a three ring binder, each student will address the class and present one activity form his or her portfolio. The student will explain the work and what it means to westward expansion. Each student is allowed to choose their own presentation artifact in order for each student to show off his or her strengths, whether it be writing, art, composition, or anything else. Students will be graded on their portfolios as well as their presentations. The presentations will be graded by appropriateness of the artifact and the explanation of relevance to westward expansion. |

T

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| Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective. | Students will be able to choose their roles within their groups as they embark on their journey westward as researchers. They will research the accomplishments of the 1800’s. Throughout the unit students will be given a variety of different resources to guide them through their research. |

O

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| Organize and sequence the learning for maximal engagement and effectiveness, given the desired results. | Students will be taught how to gather, organize, and present information that will allow them to apply to each lesson within the Westward Expansion Unit. Though the use of primary sources, internet searches, and class discussions students will be engaged in their roles as they go back in time to get an understanding of accomplishment in the past and how they affect us today. |